

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Antelope Valley Unified High School District
April 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Antelope Valley Union High School District. The report of the team presents the findings based upon review of the institutional Site Visit documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	Does not apply		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Program	6	X		
Clear Education Specialist Induction Program	7	X		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the following activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Antelope Valley Union High School District

Dates of Visit: February 10-12, 2014

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study and supporting documentation; additional supporting documents available during the visit; interviews with district and site administrators, professional development providers, candidates, completers, support providers, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards –

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the Induction Programs. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The team found that all program standards are **Met**.

Overall Recommendation –

The team completed a thorough review of program documents, program data, FACT portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, credential analysts, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that all Common Standards are **Met**, and all program standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced Teaching Credentials

General Education Induction

Clear Education Specialist Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Antelope Valley UHSD be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Antelope Valley UHSD continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	Debbi Parker Tulare City School District
Common Standards	Kim Uebelhardt Ventura County Office of Education
Advanced Programs	Todd Airola Liberty Union High School District
Staff to the Visit	Teri Clark, Director

Documents Reviewed

Common Standards Narrative	Support Provider job description and
Biennial Reports	Interview Questions
Biennial Report Feedback	Participating Teacher Completion Timeline
Program Narratives	Minutes from meetings
Program Assessment Feedback	State Survey Results
Program Summary	Mid-Year Survey Results
Candidate Files	Monthly Follow-up Survey Results
Advisement Documents	Rubrics—Exit Interview and IIP
Formative Assessment Expectations	Support Provider Selection Criteria
Participating Teacher Handbook	Induction Code of Ethics
Professional Development Calendar	Concerns Form
Education Specialist Menu of Options	Budget
Monthly Newsletters	Walk Around Survey Tool
Job Descriptions	Education Specialist Bridging Document
Advisory Agendas and Responsibilities	

Interviews Conducted	
Candidates	42
Completers	4
Site Administrators	16
District Administration	11
Program Coordinator	1

Interviews Conducted	
Support Providers	18
Professional Development Providers	8
Credential Analysts	2
Advisory Board Members	12
IHE Partners	2
TOTAL	116

Note: In some cases, individuals were interviewed by more than once because of multiple roles with the program. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

The Antelope Valley Union High School District covers a geographic area from the Angeles Forest in the south, to the Kern county line in the north, and from the Ventura/Kern county lines in the west, to the San Bernardino county line in the east. Over 23,600 high school students are educated in the 8 comprehensive and 4 continuation high schools, along with an early college high school and an academy middle school; additional educational opportunities are offered by the Regional Occupational Program (ROP) on school campuses and in virtual classrooms. Over 53% students are Hispanic, 19% are White (non-Hispanic), 21% are African-American, and .05% Asian. Approximately 14% of the students are English Learners; however, many additional students are former English Learners who have been re-designated.

The District provides a variety of educational programs suitable to the needs of a multi-ethnic and varied socioeconomic community, and is governed by a five member Board of Education. AVUHSD employs approximately 1090 certificated and 960 classified staff. The teaching force is diverse: 0.03% Asian, 10% African American, 0.007% American Indian, 14% Hispanic, and 75% White. The district's mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

Education Unit

The rationale and overall design of the AVUHSD Induction Program is based on sound theory, research, and practice. The delivery of services to candidates is carefully planned and implemented in ways that are consistent with the holistic, developmental view of teaching reflected in *The California Standards for the Teaching Profession*. This collaborative model, utilizing full-time classroom teachers as Support Providers, focuses on improving classroom practice and on developing beginning teachers who reflect on their practice while being responsive to the diverse cultural, social, and linguistic backgrounds of all students. The Clear Education Specialist Induction program was approved by the Committee on Accreditation in February 2013 and 2013-14 is its first year of operation. The General Education Induction program has been in operation since 1998.

Table 1
Program Review Status

Program Name	Program Level	Number of Program Completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)
General Education Induction	Advanced	6	52
Clear Education Specialist Induction	Advanced	0	12

The Visit

The visit began at noon on Monday, February 10 and concluded on Wednesday, February 12. The site visit was held at the Antelope Valley Union High School District Office. The three person team interviewed stakeholders on Monday afternoon and all day Tuesday. There were no unusual circumstances during this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Antelope Valley Union High School District's vision is "Improving student achievement by retaining high quality teachers" and is aligned with the mission of both Induction Programs, which is to ensure that the diverse learning needs of all students are met from caring, professional educators who make inquiry the focus of their professional development. The superintendent and cabinet members articulated strong support for teachers from novice to veteran, which they see as an investment in their students. Recruitment and retention of high quality teachers is a high priority with the goal being to "grow our own and keep them here for 20-30 years." This common vision was apparent throughout the district and evidenced in conversations with all stakeholders.

The institution's vision is evident in practices that engage participating teachers in professional learning, including monthly district professional development opportunities, online professional learning through PD360, release time for observations, and the availability of an online website, BTSA Central. The superintendent stated that the investment in technology as a resource for professional growth and instruction has been a priority. A review of program documents and interviews with Education Services Coordinators, District and Site Administration, support providers and participating teachers confirms that the Induction program aligns its goals to the California Standards for the Teaching Profession (CSTPs), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks.

The Induction Coordinator works within the Educational Services division under the supervision of the Director of School Improvement and has primary responsibility for the day-to-day operations of the program. The Induction Coordinator has the district support and authority to oversee the Induction program. The Deputy Superintendent verified that the Induction Coordinator provides reports regarding program activities at weekly cabinet meetings. The Deputy Superintendent then shares pertinent program information with the Superintendent and School Board. As the Coordinator of Professional Development, the Induction Coordinator also collaborates weekly with the Educational Services team providing program information on participating teachers' needs and ensuring adequate resources and personnel to meet the needs of each program. This articulation ensures professional development provided by for participating teachers is aligned with the formative assessment process (FACT), the California Standards for the Teaching Profession, and Induction Program Standards. The Educational Services team stated in interviews that they provide professional development in their areas of expertise to meet the needs of participating teachers as identified by the Induction Coordinator. In addition to professional development for General Education teachers, Education Specialist Coordinators

have the primary responsibility for working with Education Specialist teachers to provide a specialized and individualized menu of options for professional development to meet the needs of participating teachers' current teaching assignment and students.

The Learning to Teach Advisory is actively involved in the organization, coordination, and governance of the program. Members are representative of diverse stakeholder groups and include IHE representatives (CSUB, Brandman University), district curriculum coordinators, credential analyst, a support provider, special education program specialists, English learner program administrators, and the Induction Program Coordinator. Interviews with the Learning to Teach Advisory, confirmed their role in monitoring program goals through formal reviews, support provider logs, feedback surveys, mid-year and end of year surveys, and mid-year portfolio progress checks. The Learning to Teach Advisory also has responsibility for guiding program modifications based on the analysis of data.

Site administrators are also actively involved in the Induction program. The Induction Coordinator regularly provides updates at Site Administrator meetings. The Induction Coordinator meets with each site administrator during the first semester to discuss roles and responsibilities in Induction. Collaboration also takes place through a quarterly newsletter and the BTSA Central website where resources and program materials can be accessed. Site administrators expressed that the Induction Coordinator is very responsive to the needs of participating teachers. One site administrator gave an example of assistance provided by the Induction Coordinator in meeting the needs of a teacher who had been placed on an improvement plan. The Induction Coordinator arranged for the participating teacher and support provider to observe in an exemplary teacher's classroom. Site administrators and participating teachers verified that collaboration between the site administrator, participating teacher, and support provider occurs in a triad meeting where participating teachers discuss their induction progress and the administrator can provide targeted support if needed.

The Induction Coordinator and support providers monitor the completion of program requirements on an on-going basis. Interviews with participating teachers verified that support providers provide valuable feedback regarding their progress toward completion of Induction requirements and that the feedback is very constructive and goes beyond a "check off" of requirements. The Induction Coordinator monitors the progress of standards' completion through mid-year portfolio reviews and end of year colloquiums in which participating teachers provide evidence of their completion of Induction requirements. The Induction Coordinator also meets individually with each participating teacher at the end of the second year for an exit interview conference to verify completion of Induction requirements. An exit interview rubric is used to assess the participating teachers' completion of all requirements. The Induction Coordinator is responsible for the recommendation of the candidate for the Clear Teaching Credential. Upon recommendation, the credential analyst meets with the participating teacher and provides guidance for submitting the application to the Commission on Teacher Credentialing.

Interviews with all program stakeholders validated the common vision and commitment to teacher development from the point of hire to the completion of the Clear Credential requirements and beyond, continuing throughout one's career in the AVUHSD.

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Interviews with program leadership, the Learning to Teach Advisory members, and a review of documents indicate that the AVUHSD Induction Program has developed and implemented a comprehensive system of program assessment and improvement. The program uses multiple assessments to analyze program effectiveness. Participating teachers complete evaluations for monthly induction meetings and professional development. This data is shared with professional development providers and analyzed to target areas for ongoing program support. Support provider logs are submitted monthly to the Induction Coordinator and document time spent with participating teachers and the type of support given. The Induction Coordinator uses this data to ensure support providers are meeting their commitments and to identify areas where participating teachers need additional support. Participating teachers complete an evaluation of their support providers that is analyzed by the Induction Coordinator who assists support providers in developing professional goals related to their roles and responsibilities. Mid-year and state surveys are taken by participating teachers and support providers. The Biennial Report documents analysis of this data and identification of program strengths and areas for improvement.

The Learning to Teach Advisory meets quarterly and is actively involved in monitoring and assessing the effectiveness of the program based on the data collected. The Advisory's participation in this process was confirmed during interviews. Examples of program modifications and improvements based on Advisory input include: The analysis of participating teachers Individual Induction Plan goals and focus questions led to the identification of professional development needed to assist teachers in their action research. Instructional Services Coordinators, who serve on the committee, then provided these professional development opportunities. The review of sample participating teacher portfolios resulted in the identification of the need to refine inquiry questions and evidence of teaching practice. This was then communicated with support providers who worked with participating teachers to provide more substantial evidence of their teaching practice. In addition, analysis of data and input from Advisory led to the development of a "Concerns Form" that gives participating teachers and support providers a formal way to voice concerns that might arise during the Induction process.

A review of the Biennial Reports, participating teacher portfolios and interviews with program staff and Advisory Board members verified that data are regularly collected to assess candidate competence and program completer performance. Participating teachers set professional goals outlined in an Individual Induction Plan and the Induction Coordinator analyzes whether or not the goals are measurable, assesses the validity of the research sources and provides feedback to participating teachers using a five-point rubric. The Learning to Teach Advisory also analyzes the IIP topics to identify their alignment with pedagogical practices and determine trends from year to year. At the end of each semester support providers formally review the participating teacher's portfolio for evidence and provide feedback. At the end of the year, participating

teachers submit their portfolios for formal review at the colloquium. Participating teachers stated in interviews that this is a reflective process and requires them to consider significant areas for ongoing growth as a professional. If a participating teacher's portfolio does not meet the program expectations, he/she is given the opportunity to produce sufficient evidence at a later date. Year Two participating teachers also present their portfolios to the Induction Coordinator in a final exit interview.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

Interviews with the Superintendent and the Superintendent's cabinet of the Antelope Valley Union High School District validate the commitment and full support for the Induction program and that the district provides the necessary budget, qualified personnel, facilities and other resources to operate a comprehensive educator induction program. There is a strong commitment by district leadership to fund induction and the leadership has made it a high priority in light of the state's new funding structure. The district belief "ALL teachers can teach and ALL students can learn," validates the district's assurance of retaining the best teachers. Evidence from documents and interviews with program and district leadership validate the commitment and full support for the overall operation and monitoring of the Induction programs.

The Induction expenditure report outlines that sufficient resources are allocated for effective operation of the general education and clear education specialist induction programs. Funds for coordinating the program are used to cover the cost of personnel expenses, which include salaries for a full-time coordinator and clerical support as well as certificated employees who receive stipends in their role as special education program specialists, and support providers.

Participating teachers valued the district's New Teacher Orientation day offered for all teachers eligible to participate in Induction. All Induction participating teachers receive a hard copy of the Formative Assessment for California Teachers (FACT) modules, which serves as the curriculum for the Induction program. Furthermore, monthly meetings are designed for participating teachers that include training in FACT along with professional learning workshops and time to collaborate with their peers. Participating teachers commented on the value of the monthly meetings and the opportunity to network with one another.

The Induction Coordinator matches the participating teacher with a support provider based on similar content of the participating teacher. Interviews with support providers confirmed the value of the release time to visit, observe, and assess the instructional environment and skills of his or her assigned participating teacher. In turn participating teachers are provided with release time to observe veteran teachers for instructional strategies and found these opportunities to be extremely valuable.

The Induction Programs ensure that sufficient information resources and related personnel are available to meet program and candidate needs. The program has in place a full-time Induction Coordinator who oversees the daily operations of the induction system and liaises with coordinators of curriculum and instruction and personnel services to coordinate the mandates of the program and credentialing requirements. Interviews with professional development providers reveal that weekly meetings to discuss the induction program are of value and help to meet the needs of the participating teachers. In addition, Site administrators and participating teachers commented on the availability of resources upon request, such as the need for additional release time and classroom management support.

The Director of Special Education appoints special education program specialists to facilitate advice and assistance meetings for education specialist participating teachers. Interviews indicated that program specialists provide input into the design of professional learning workshops, according to the menu of options offered to Education Specialist participating teachers. They also function as site supervisors for Educational Specialist support providers.

Evidence from documents and interviews with participating teachers, program and institutional leadership indicate that in addition to face-to-face professional development, participating teachers and support providers have access to an online, on-demand professional learning resource called PD360, a video library from which they can tailor professional development resources to their unique needs. The Induction Coordinator creates and manages the website utilizing free Google resources and tools as a service to the participating teachers, support providers and other stakeholders.

The Induction Coordinator submits a yearly Induction budget to the Deputy Superintendent in spring for the upcoming fiscal year. The budget provides accountability and direction to how funds are spent to provide the necessary resources, personnel, and facilities for operation of the program from admission to completion. The Induction Coordinator has access to budget and expenditure reports and meets as necessary with the Chief Financial Officer to discuss any issues that may arise with the budget.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in the induction programs.

Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. The institution provides support for faculty development. The unit regularly evaluates the performance of professional development providers and support providers, recognizes excellence, and retains only those who are consistently effective.

After reviewing a variety of supporting documents, such as resumes and lists of roles and responsibilities of AVUHSD induction support providers and the Induction Coordinator, qualified persons are employed and assigned to provide professional development, and support participating teachers in classroom practice. A rigorous selection process is implemented to assure only those who have the knowledge and skills to meet the needs of participating teachers within their specific teaching assignments are selected to be support providers. Documents describing the selection process and interviews clearly indicate professional development providers and support providers have current knowledge and provide quality teacher support. The selection process employed by the district ensures competent and knowledgeable support providers

AVUHSD adheres to federal and state non-discriminatory hiring practices. The hiring process includes gathering information to ensure that faculty and instructional personnel are knowledgeable about diverse abilities, cultural language, ethnic, and gender diversity. The AVUHSD induction support provider cohort strives to be reflective of the diverse ethnic society it serves: 29% are Hispanic, 13% are African American, and 58% are White. The district also provides a variety of professional development and workshops for both participating teachers and support providers focusing on culturally responsive practices.

A variety of specialized professional development offerings are provided in an ongoing fashion to ensure faculty and personnel have a thorough grasp of the academic standards, frameworks, and accountability systems that drive public schools. AVUHSD provides support for the faculty development through site based training, district workshops, Professional Learning Communities, and specialized trainings such as “Mentoring Matters” and PD360 resources. The program’s design, rationale, and goals, their specific responsibilities, and the structure of the formative assessment system are introduced at an initial orientation and reinforced through ongoing workshops and dialog with the Induction Coordinator.

AVUHSD Induction is part of Antelope Valley Collaborative and regularly meets with other Induction program leaders and faculty from local colleges and universities. During interviews, it was clear from university stakeholders that this group is highly collaborative. An example of this is the mutual participation of the Induction Coordinator and local university faculties’ in each other’s programs.

Through a variety of feedback including a mid-year support provider survey, ongoing feedback from participating teachers, and self-evaluation, support providers are knowledgeable and feel adequate communication exists from program leadership regarding their effectiveness. Support providers report that serving in the role of a support provider is acknowledged and respected in the district. Support providers work collaboratively and provide formative feedback to each other

and the Induction Coordinator also provides feedback. In the event of dissatisfaction in a participating teacher-support provider match, a *Concerns form* process is in place to identify any conflict and the Induction Coordinator follows up on all concerns.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The Antelope Valley Union High School District (AVUHSD) Induction Program admits applicants on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Interviews with the credential analyst and personnel manager indicate that the district has a clear hiring process; newly hired teachers complete the New Teacher Placement form at their contract-signing with the credentialing analyst. Teachers who possess a preliminary credential are then referred to the Induction Coordinator for enrollment and orientation in the Induction Program.

As described in the program narrative and verified through document analysis, the program assures candidates' pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences through each candidates possession of a valid preliminary credential. Potential teachers complete applications for certificated employment through the district's personnel office. Along with the application form, they submit transcripts, test scores, references and write a brief statement regarding their desire for the job. Candidates who meet the job criteria are selected and invited to an interview. Using information obtained from the candidates' personal and professional records, interview panels determine academic qualifications, and if a suitable match is found, and the candidate is selected for hire, with the expectation that he or she possesses the potential for success and effectiveness in the classroom. New teachers, from the pool, who are eligible for Induction are identified and referred to the Induction Coordinator.

The Education Specialist Induction program is in its first of year of implementation. Candidates, holding a preliminary Education Specialist credential are identified and deemed eligible for the Clear Education Specialist Induction program. Individual advice and assistance meetings are held to review program requirements to ensure that the Induction experience is seamlessly linked to the Preliminary preparation for each participant.

Evidence from documents and interviews with program leadership indicate that the program is committed to following board policy on employment to ensure that the process is free from discrimination. To attract teacher candidates from diverse settings, the program advertises its teacher vacancies through EdJoin.com, the district website, and in hard copy format brochures throughout the district's school sites and offices. In addition, interviews indicate personnel staff also conduct direct mail campaigns to all Southern California Universities and to neighboring states.

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

The Antelope Valley Union High School District (AVUHSD) has qualified personnel to advise candidates about their academic, professional, and personal development and to assist each candidate's professional placement. The Induction Coordinator liaises with Human Resources staff to assure proper placement of the participating teacher at the school site. The analyst notifies the Induction Coordinator, and the candidate attends an induction orientation. Participating teacher interviews indicate that during the program orientation requirements are clearly defined and they are informed of their responsibility to complete the induction program. One participating teacher shared that she was a late hire and was able to receive a personal orientation from the Induction Coordinator in order to keep current with her program.

Education Specialist participating teachers engage in advice and assistance meeting with district special education program specialists. A transition document from the participating teachers' preliminary preparation program is used to frame the initial Individual Induction Plan (IIP) and support providers assist with the implementation and refinement of the IIP. Participating teachers appreciated the conversation with the district program specialist around their transition document as they begin to develop goals for their professional growth. The established goals align to the variety of program offerings as they select from a menu of professional development options that provide choices in alignment with the teachers' authorizations of mild/moderate and moderate/severe.

Interviews with participating teachers revealed that they have two primary sources of accessing information: a program handbook and a central website, known as **BTSA Central**. The program handbook is distributed during the orientation session and contains all program requirements. The BTSA website functions as a repository for the Formative Assessment for California Teachers (FACT) manual, professional development resources, online assignments, calendars, and downloadable items.

When a participating teacher experiences difficulty in meeting their induction requirements the Induction Coordinator contacts and develops with the individual steps for improvement and makes recommendations to the support provider for additional support of the teacher. Site administrators reported that when needed, they receive additional support for their teachers by utilizing department chairs and instructional specialist in addition to the support provider. The program also provides opportunities for year two candidates to share their evidence binders as models for the first year induction teachers. This provides examples for first year teachers and gives second year teachers an opportunity for leadership.

Interviews and program documents support that the program has clearly defined procedures for a participating teacher or a support provider if there is a concern over the mentoring match. The

participating teacher or support provider notifies the Induction Coordinator of the concern and the Induction Coordinator meets with the support provider and participating teacher to identify issues and explore ways to address the concern. If a change is needed, the Induction Coordinator reassigns the participating teacher to a different support provider.

Participating teacher interviews confirm that they are given a timeline to complete their portfolio documentation. The portfolio evidence includes items from FACT years 1 and 2, CSTPs 1 – 6, and Induction Standards 5 & 6. The participating teachers share this evidence with the support provider throughout the year. Using a walk-around mid-year survey tool, participating teachers record areas of progress and areas of need in their practice and collect ideas from other participating teachers. These recordings are shared with their support providers and wherever necessary support providers provide additional assistance.

At the end of each induction year, a formal portfolio check is conducted at the colloquium. Candidates who do not meet the evidence requirements are given opportunities to revise and refine their work. The program provides support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Teachers who are at risk for not completing induction requirements are issued a warning letter with an offer of remedies. Candidates who successfully demonstrate competence in program requirements participate in an exit interview and upon satisfactory demonstration of evidence are recommended for the clear teaching credential.

The Induction Coordinator routinely monitors participating teachers' progress and performance through multiple measures. As progress and areas where more focus is needed are noted, the Induction Coordinator provides positive feedback and support to participating teachers in making steady improvement. Data that are gathered from these items are reported to the Learning to Teach Advisory which completes additional review and analysis and determines action steps.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The Induction program uses the Formative Assessment for California Teachers (FACT) as job-embedded professional development to further develop and build on pre-service knowledge and skills. Interviews with leadership, support providers, and participating teachers verified that the program regularly evaluates the participating teacher's formative assessment work through support provider observations, the IIP review process, participating teacher monthly reflections, reflective conversations and self-assessment using the Continuum of Teaching Practice. A formal mid-year portfolio review is conducted by support providers to assess evidence of the CSTP, induction standards, and state-adopted content standards. Participating teachers described the "Walk Around Survey" process, which involves presenting their Induction Portfolios to

support providers who use a rubric to provide feedback. Most stated this was a worthwhile process and provided insights that might not have been achieved if they were working with just their assigned support provider. Participating teachers also present key learnings at a yearly colloquium. The Induction Coordinator conducts exit interviews and portfolio inspections to evaluate participating teachers' field-based experience for effectively educating all students.

Interviews confirmed that the district provides Education Services personnel, Teachers on Special Assignment, and instructional coaches to support participating teachers in job-embedded settings. Participating teachers and site administrators identified support providers as one of the most important components of the program. A rigorous process is in place for the selection of qualified support providers. Specified criteria for the requirements of a support provider are established in Board policy and they are carefully matched by site, subject, grade level, credential type, and /or geographic location. Education Specialist support providers are directly matched with participating teachers holding the same authorizations. Administrators stated that being selected as a support provider involved a thorough process to ensure that exemplary educators were available to mentor participating teachers on an on-going basis.

Participating teachers have various opportunities to develop research based strategies for improving student learning through self-assessment using the Continuum of Teaching Practice, support provider observations and feedback. Portfolio documentation and interviews with participating teachers and support providers verified that the FACT Inquiry process engages them in utilizing research based practices for improving student learning. The selection of focus students during the Inquiry process includes reflection on the needs of diverse students and provides an opportunity for participating teachers to demonstrate skills and abilities for meeting their needs. In addition, interviews confirmed that multiple district and site professional development opportunities address methods and strategies for meeting the needs of diverse student populations. District and site administration stated that due to the diverse population of students in the AVUHSD, special consideration is given to ensure participants are prepared to address the needs of all their students. District and site support is provided to assist participating teachers in the development of culturally relevant teaching practices. The Director of English Language Development and the Director of Special Education stated in interviews that they collaborate with the Induction Coordinator regarding the needs of participating teachers who are working with diverse populations and provide professional development to address those needs. Participating teachers also have access to PD360, a video library of professional development topics that are available for advancement of their knowledge and skills.

Standard 8: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Not Applicable since only Tier II programs are offered

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Candidates preparing to serve as school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Through the formative assessment system activities and tools, participating teachers create a portfolio based on the FACT program which consists of documents, related evidence, and on-going self-assessment and reflection. The work completed for the portfolio is based on the California Standards for the Teaching Profession, academic content standards for students, and the Induction Program Standards. After reviewing documented evidence such as participating teachers' formative assessment completion timeline, samples of Individualized Induction Plans, and artifacts focusing on the CSTP elements, thorough evidence was found signifying participating teachers are aware and demonstrate professional knowledge and skills necessary to effectively educate and support all students in meeting the state-adopted academic standards.

Portfolio criteria have been developed based on the California Standards for the Teaching Profession, the Induction Program Standards, and the FACT formative assessment program. The criteria allow monitoring of both the completion of necessary steps and the quality of the work completed. Participating teachers and support providers receive these criteria at the beginning of the program. In addition to reviewing portfolios on an ongoing basis, the support provider reviews the portfolio at mid-year and reports to Induction Coordinator. Participating teachers expressed that feedback presented to them is constructive and focused on improving their teaching practices. At the end of the year only those participating teachers whose portfolios meet all criteria, according to the Induction Portfolio Rubric used by AVUHSD induction, and who have completed all necessary requirements, are recommended for a Clear Credential.

Program Standards

General Education Induction Clear Education Specialist Induction

Program Design

The Antelope Valley Union High School District is the sole sponsor of the Induction Programs and has in place an administrative structure that establishes clear direction and monitoring of the programs. This foresight demonstrates a long-range and progressive commitment to the work of new teacher induction and teacher support and assessment. The Induction/Professional Development Coordinator is a member the Educational Services team and regularly collaborates with its members about curriculum and training needs for new teachers.

The AVUHSD induction programs are designed to serve teachers who have earned their preliminary teaching credential. The program is a two-year sequenced inquiry-based formative assessment system built upon the California Standards for the Teaching Profession (CSTP). Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating teachers measure their practice several times during the year in relationship to the CSTP. AVUHSD's Induction Programs provide candidates with support providers who are veteran teachers who meet rigorous selection criteria, for individualized support and assessment in the application of State Standards and frameworks within the Formative Assessment for California Teachers (FACT).

A recent program modification has been the addition of Education Specialist teachers as Clear Credential candidates who participate in the AVUHSD Induction program to earn a clear credential. The Clear Education Specialist Induction program is a highly collaborative facet of AVUHSD's Induction Program; many district leadership personnel have participated in the design and implementation of the program and continue to offer ongoing advisement including, but not limited to, the Director of Special Education and Special Education Program Specialist staff.

Interviews with teachers enrolled in the recently approved Education Specialist program disclosed a strong satisfaction for the structure and formative nature of their program. They offered positive comments on how the induction program was meeting their individual needs. The Induction programs require the candidates to collect a thorough compilation of evidence, exceeding the Commission's requirements, to document completion. The Education Specialist candidates expressed satisfaction with the individualization of the program. Some multiple and single subject candidates stated feelings of being overwhelmed when it came to gathering the volume of evidence to show compliance with the induction standards.

After reviewing documentation and conducting interviews, the team found a strong model existing for stakeholder input within AVUHSD's induction programs. The induction programs are highly collaborative and access multiple stakeholders for input including support providers, participating teachers, and site administrators. Induction meetings, training evaluations, and local/state surveys serve as information-sharing platforms. Site administrators provide feedback through informal discussion with the program director and participate in the state survey. Based upon this input, the program takes into consideration the needs of its participating teachers in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews also revealed program responsiveness to their input. For example, changes suggested by support providers resulted in clarifications of FACT documents. Participating teachers expressed the need for additional classroom management strategies. The program readily provided participants opportunities to attend specific training and to receive classroom management resource materials. Interviewees expressed appreciation for the program's willingness to meet candidates' identified needs and incorporate stakeholder feedback to improve program quality and effectiveness.

Course of Study

The sequence, effectiveness, and coordination of the participating teachers' work were found to be highly job-embedded and met the needs of candidates' formative focus areas within their

teaching. Participating teacher interview responses during the site visit generated a large number of comments stating how the work completed was timely and aligned well to meet their individual needs.

Work completed in critical areas such as teaching English Learners and working with students who have special needs was found to be highly effective in meeting the needs of participating teachers. Comments from interviews disclosed that challenging areas existed within each participating teacher's classroom, and the professional development resources that exist within AVUHSD induction program highly support the needs of participating teachers.

In addition to the Formative Assessment for California Teachers (FACT) modules, participating teachers are offered workshops during their monthly induction meetings. Diverse topics are offered including, but are not limited to: Classroom Management, Thinking Maps, Academic Vocabulary, Towards Equity, Integrating Technology in the Classroom, Differentiating Instruction for Special Populations, and Culturally Relevant Teaching. Site interviews conducted with participating teachers disclosed strong feelings of satisfaction in professional development offerings to meet the challenging needs of the students they instruct.

Support providers from within the AVUHSD induction program undergo a formal process of recruitment and interviewing for placement as a support provider. One support provider stated he was "pleasantly impressed by the formal nature of, and central office personnel, included in the interview process." Interviews of multiple groups including, but not limited to, support providers, site administrators, and participating teachers stated the position of support provider is viewed highly by AVUHSD staff. The position is closely aligned to the district's vision of professional development for all of its educators and is validated overall by the high rigor of field placement protocol.

Candidate Competence

The AVUHSD's Induction programs assess the performance of each participating teacher using the FACT assessment system. In the FACT system with the guidance of a support provider, participating teachers gather information about their instructional environment and identify areas of focus and strength. Participating teachers then reflect on these findings with the goal to make advancements through the induction experience to grow as professionals.

As participating teachers engage in formative assessment with their support providers, they develop the habits of inquiry, self-reflection and goal setting that are intended to support them throughout their career towards professional growth. Participating teachers are also assessed on their action research activities accomplished through the Individual Induction Plan. Furthermore, they are assessed on evidence submitted as a result of their participation in professional development aimed toward developing their pedagogical competence (Standard 5) and teaching practices that demonstrate universal access to English learners and special populations (Standard 6).

Candidates are advised to gather and maintain their evidence and professional development materials from as early as the orientation meeting. A suggested timeline of completion is communicated to participating teachers clearly outlining the sequence of events during both years, including artifacts that are required to demonstrate their learning and reflection through the FACT system and Induction standards.

Findings on Standards:

After review of the institutional report and supporting documentation and conducting interviews of candidates, completers, employers, professional development providers, and support providers, the team determined that all program standards are **Met**.